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of meeting this need; industry itself is so conducted and education lends so little human significance to the factory processes that artistic and human interest revolts; finally, and perhaps oftener than we realize, the spirit of youth has a "divine impatience with the world's inheritance of wrong and injustice" which we allow to grow cold or even to take unsocial forms because of failure to enlist it in active campaigns for needed improvements.

The teacher who has any interest in the larger meaning of his work will find stimulation; the teacher who takes up the book primarily for its interpretation of boy and girl life will be likely to gain more insight and sympathy.

J. H. TUFTS

THE UNIVERSITY OF CHICAGO

The Development of School Support in Colonial Massachusetts. By GEORGE LEROY JACKSON. [Teachers' College, Columbia University, Contributions to Education, No. 25.] New York, 1909. Pp. 95.

Dr. Jackson has collected and discussed in this monograph numerous documents concerning school support in thirty Massachusetts towns which were settled or incorporated between 1620 and 1738. The documents, nearly all of which are earlier than 1738, are taken from town histories, published town records, and published records and laws of Massachusetts Bay Colony. Many of them have been cited in other historical studies, and others are well known to students of our colonial history, but no one has before brought together so extensive a collection bearing on the single topic under discussion. Much still remains to be done in this field, since Dr. Jackson's study includes less than one-fourth of the towns incorporated before 1738.

The general facts concerning school support during this period were briefly set forth sixteen years ago in Martin's *Evolution of the Massachusetts Public School System*. Dr. Jackson makes no important modification of Martin's conclusions, but he treats the subject in much greater detail and supplies many more illustrations from the documents. He also introduces a new element into the discussion, in considering the relation of school support to the support of the church and of the poor.

As is well known, the educational law of 1647 marked an epoch in Massachusetts school policy. This law directed the establishment of elementary schools in towns of fifty families, and of grammar (college preparatory) schools in towns of one hundred families. Elementary education had been made compulsory in 1642, but the law of 1647 first made schools compulsory. The law also first explicitly made general taxation for school support permissive. Few towns of the group under consideration adopted general taxation as the exclusive method of support, however, until the eighteenth century. The taxes (town rates) levied before 1700 were almost always used to supplement tuition fees, contributions, incomes from bequests, rental from town lands, set apart for the purpose, or some combination of these resources. "But the conditions in New England tended to make the schools everywhere, sooner or later, wholly free and supported by tax. . . . Each locality worked out its own problem in its own way," but by the middle of the eighteenth century all had adopted the method

of general taxation (Martin, p. 52). Dr. Jackson illustrates this development admirably by detailed citations from the records of twenty-one towns. In this connection he brings out an interesting coincidence between the establishment of moving, or of divided, schools—which equalized educational opportunities for children in all parts of the town—and the adoption of a general school tax—which equalized the burden—as the sole method of support.

Dr. Jackson is less successful in his attempt to prove his theory that before the law of 1647, which made the school tax permissive, there was "a period of voluntary contribution followed by a period of compulsory contribution." The documents, he admits, do not establish the fact; but he points to the development of the support of the poor in England through the stages of voluntary and compulsory contribution to that of general taxation in 1601, and he attempts, not very convincingly, to trace a similar development in the support of the church in Massachusetts by 1660. Education, he concludes, is closely related to the church and the poor; hence the support of the schools may be assumed to have passed through identical (note that they were not chronologically identical) stages by 1647.

The defects in this argument are obvious, quite apart from the evidence. The evidence itself—in part unnoticed by Dr. Jackson—seems to me to favor the more natural view that the early colonists, in solving the problem of school support, followed methods already in vogue in English schools, instead of turning to English methods of supporting the poor forty years earlier, or of following a not clearly defined evolution in church support in the Colony. In English schools before 1630, we find—among other methods—support by voluntary contributions, by tuition fees, by town funds, by the income of school lands set apart for the purpose, and by bequests. There may have been cases of support by compulsory contributions. Each of these methods appears in one town or another of the Colony before 1647. The variety of these methods makes division into periods of voluntary and compulsory contribution arbitrary at best; but I find no evidence, in the documents, of such a division. The facts seem to be that each town worked out its own problem in its own way and that a variety of practices existed as soon as even half a dozen schools were established.

ARTHUR O. NORTON

HARVARD UNIVERSITY

Schularztätigkeit und Schulgesundheitspflege. Von G. LEUBUSCHER. Leipzig und Berlin: Teubner, 1907. M.1.20.

Leibuscher, who is the government health-officer of the Duchy of Saxe-Meiningen, Germany, presents in this booklet a survey of the various points of contact between the work of the school physician and the problems of school hygiene, with special reference to conditions in his own district. This duchy was the first German state (1901) to provide official school physicians for all the schools within its borders, and the author, in his official capacity, reviews the work of his corps of physicians, points out in what respects the work has succeeded, in what it has failed, and how the service might be improved. He argues that medical inspection in small towns and villages presents problems quite unlike those arising in large towns and cities. In the latter there should